

Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH I

Practice Test



Tennessee End of Course Assessment

**English I
Form 1**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

Contents

Introduction to English I	4
Content of tests	4
Test development	4
Test administration	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test	5
During the test.....	5
Answer Sheet for the Practice Test.....	6
Directions for Taking the Practice Test	7
English I Practice Test	8
Answer Key.....	87
Reporting Categories.....	88

Introduction to English I

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

After items were field tested, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they are completing courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

This test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.* The first 15 minutes are set aside to complete identifying data on the answer sheet.

*The English I test formerly featured a 110-minute time limit.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times
- Review the Tennessee End of Course Item Sampler for English I located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Answer Sheet for the Practice Test

1 (A) (B) (C) (D)	14 (A) (B) (C) (D)	27 (A) (B) (C) (D)	40 (A) (B) (C) (D)	53 (A) (B) (C) (D)
2 (A) (B) (C) (D)	15 (A) (B) (C) (D)	28 (A) (B) (C) (D)	41 (A) (B) (C) (D)	54 (A) (B) (C) (D)
3 (A) (B) (C) (D)	16 (A) (B) (C) (D)	29 (A) (B) (C) (D)	42 (A) (B) (C) (D)	55 (A) (B) (C) (D)
4 (A) (B) (C) (D)	17 (A) (B) (C) (D)	30 (A) (B) (C) (D)	43 (A) (B) (C) (D)	56 (A) (B) (C) (D)
5 (A) (B) (C) (D)	18 (A) (B) (C) (D)	31 (A) (B) (C) (D)	44 (A) (B) (C) (D)	57 (A) (B) (C) (D)
6 (A) (B) (C) (D)	19 (A) (B) (C) (D)	32 (A) (B) (C) (D)	45 (A) (B) (C) (D)	58 (A) (B) (C) (D)
7 (A) (B) (C) (D)	20 (A) (B) (C) (D)	33 (A) (B) (C) (D)	46 (A) (B) (C) (D)	59 (A) (B) (C) (D)
8 (A) (B) (C) (D)	21 (A) (B) (C) (D)	34 (A) (B) (C) (D)	47 (A) (B) (C) (D)	60 (A) (B) (C) (D)
9 (A) (B) (C) (D)	22 (A) (B) (C) (D)	35 (A) (B) (C) (D)	48 (A) (B) (C) (D)	61 (A) (B) (C) (D)
10 (A) (B) (C) (D)	23 (A) (B) (C) (D)	36 (A) (B) (C) (D)	49 (A) (B) (C) (D)	62 (A) (B) (C) (D)
11 (A) (B) (C) (D)	24 (A) (B) (C) (D)	37 (A) (B) (C) (D)	50 (A) (B) (C) (D)	63 (A) (B) (C) (D)
12 (A) (B) (C) (D)	25 (A) (B) (C) (D)	38 (A) (B) (C) (D)	51 (A) (B) (C) (D)	64 (A) (B) (C) (D)
13 (A) (B) (C) (D)	26 (A) (B) (C) (D)	39 (A) (B) (C) (D)	52 (A) (B) (C) (D)	65 (A) (B) (C) (D)

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of English questions. You may write in the open spaces in this book to work the problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you have finished, you may check for answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1.

You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 87 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Read the draft of a book review that a student wrote for a school paper. It may contain errors. Then answer questions 1 through 10.

Getting Around London

- 1** Students planning a well deserve vacation at the end of the semester should consider a trip to London. The first thing packed should be a great guidebook. *A Student's Guide to London* by George Hightower is the obvious choice. Many students have no idea how to plan a trip. This book offers very useful information to get started. It describes England's capital city in an organized way so students can experience London's neighborhoods, sights, and activities with ease. It provides information about destinations while keeping a sharp eye on the costs of travel.
- 2** George Hightower has lived in the London area all his life. He attended college at the University of London and has firsthand knowledge of life as a student in London. He edits the London*visitor.com Web site for the last 15 years and built a reputation as an undisputed authority on the area.
- 3** Next, the author includes a discussion on making travel arrangements. Hightower advise students how to prepare for the trip regarding passports, visas, immunizations, and supplies. He also discusses the best season to travel and the seasonal weather. This chapter includes a list of airfare agencies catering to students tips on watching for special deals and a directory of average ticket prices.
- 4** Hightower begins the guide with an introduction to the history and politics of London. British history is very long and complex, but this book

gives a broad outline of the history and does not bog the reader down in extensive details. The book includes a timeline containing dates of major events and eras of the monarchy.

- 5 The “Where to Stay” chapter lists the top ten hostels and dorms, as well as a few unique little hotels. Beware London is expensive. Hightower’s expertise is a valuable tool to save money. He advises that these options are the least expensive ways to obtain lodging. This chapter contains a chart with recent prices for each area of lodging and sets price-per-night expectations.
- 6 The “Getting Around” chapter guides the reader through the oldest subway system in the world, the London “Tube.” The book contains a basic outline of the thirteen tube lines and a pocket-sized map as well as information on how to obtain a pass card for longer visits. If the subway does not take you to your destination, then a bus probably will. Look for double-decker buses to serve the more scenic routes. Taxis are a less cost effective means of transportation, and the author does not recommend using taxis. However, he does include fare information in case you need to travel to a specific destination. Hightower also includes a detailed explanation of how to know when a taxi is available and the proper way to hail one.
- 7 A section on cuisine gives the reader valuable tips on what to expect when ordering meals. The author has ate at many restaurants and describes various local dishes and their preparation. He also includes a price guide highlighting budget-friendly establishments and those that cater to locals.
- 8 The author organizes the following sections by area with neighborhood subsections. For example, the discussion of Central London includes the neighborhoods of Soho, Trafalgar Square, the West End, Westminster, and

Whitehall, among others. He follows by adding excursion destinations (Oxford, Brighton, Canterbury) where he discusses several group-tour companies as well as how to get there on your own. As always, cost is a concern and he lists the most inexpensive routes first.

- 9 Throughout the guide, Hightower indicates “must see” items in red. Within each neighborhood, the book lists information about sleeping, eating, and shopping. Each section about an attraction discusses how to get there, highlights to see, crowd density, time required for a visit, opening and closing times, ticket information and prices, and any available student discounts.
- 10 The visuals are stunning as well. Hightower introduces each section with a full-color photograph of a main attraction. Each section and subsection includes marked maps showing attractions, restaurants, lodging accommodations, and shopping destinations.
- 11 To help plan a daily list of activities, an itinerary builder is included. This includes a section on exchange rates and general budget planning. The book even provides a convenient tear-out section that lists activities (and costs) by area so readers can check off the sights they selected to visit while easily taking it with them and keeping a tally on the budget.
- 12 This guide offers a very thorough look at travel in London. It is an accurate and up-to-date resource for students to plan a once-in-a-lifetime travel experience. Hightower writes in a coherent but informal style perfect for students and educates readers about planning a great trip full of must-see attractions while keeping the bottom line in sight.

1. Which sentence from the book review shows correct verb usage?

- ☐ **A** He edits the London*visitor.com Web site for the last 15 years and built a reputation as an undisputed authority on the area.
- ☐ **B** Hightower advise students how to prepare for the trip regarding passports, visas, immunizations, and supplies.
- ☐ **C** The author has ate at many restaurants and describes various local dishes and their preparation.
- ☐ **D** Hightower introduces each section with a full-color photograph of a main attraction.

2. **Read this excerpt from the passage.**

Many students have no idea how to plan a trip. This book offers very useful information to get started.

Which revision of the underlined section best combines the sentences into one compound sentence?

- ☐ **A** a trip this book
- ☐ **B** a trip, and this book
- ☐ **C** a trip; and this book
- ☐ **D** a trip because this book

Read this sentence.

3. This chapter includes a list of airfare agencies catering to students tips on watching for special deals and a directory of average ticket prices.

Which revision shows correct comma usage?

- ☐ **A** This chapter, includes a list of airfare agencies catering to students, tips on watching for special deals, and a directory of average ticket prices.
- ☐ **B** This chapter includes a list of airfare agencies catering to students, tips on watching for special deals and, a directory of average ticket prices.
- ☐ **C** This chapter includes a list of airfare agencies catering to students, tips on watching for special deals, and a directory of average ticket prices.
- ☐ **D** This chapter includes a list of airfare agencies catering to students tips on watching for special deals, and a directory of average ticket prices.

4. Read this sentence.

Beware london is expensive hightowers expertise is a valuable tool to save money.

Which revision best corrects the sentence?

- ☐ **A** Beware, London is expensive, Hightowers expertise is a valuable tool to save money.
- ☐ **B** Beware London is expensive Hightowers' expertise is a valuable tool to save money.
- ☐ **C** Beware. London is expensive, Hightower's expertise is a valuable tool to save money.
- ☐ **D** Beware, London is expensive; Hightower's expertise is a valuable tool to save money.

5. **Read this sentence.**

Taxis are a less cost effective means of transportation, and the author does not recommend using taxis.

Which word is the correct replacement for the underlined word in the sentence?

- ☐ **A** it
- ☐ **B** one
- ☐ **C** they
- ☐ **D** them

6. Read this sentence.

A section on cuisine gives the reader valuable tips on what to expect when ordering meals.

Based on the context in this sentence, what does cuisine mean?

- ☐ **A** groceries
- ☐ **B** etiquette
- ☐ **C** prices
- ☐ **D** food

7. Read this sentence.

Students planning a well deserve vacation at the end of the semester should consider a trip to London.

How should the underlined words be revised to correct this sentence?

- ☐ **A** well-deserve
- ☐ **B** well deserved
- ☐ **C** well-deserved
- ☐ **D** well-deserving

8. What is the author's main purpose for writing "Getting Around London"?

- ☐ **A** to provide an opinion about the book's usefulness when traveling to London
- ☐ **B** to inform students about the author's expertise on visiting London
- ☐ **C** to explain the costs of traveling to London to students
- ☐ **D** to persuade students to visit London

9. Which is the best order for Paragraphs 2, 3, and 4 to maintain chronological order?

☐ A 3, 4, 2

☐ B 4, 3, 2

☐ C 2, 3, 4

☐ D 2, 4, 3

10. Read the journal entry.

Today, I arrived in London. It took me a while to hail a taxi, but my guidebook had some very handy tips. I arrived at the hotel (also recommended by the book) and it was absolutely stunning. I have never stayed at a hotel quite so fancy! Tomorrow, after a good rest, I will head out to see the sights that were listed in the travel guide.

Which is the best statement of a theme shared by "Getting Around London" and the journal entry?

- ☐ **A** Hotels in London are very elegant.
- ☐ **B** Hailing a taxi in London is difficult.
- ☐ **C** Traveling in London can be expensive.
- ☐ **D** Travel to London is best with a guidebook.

11. Read this sentence and sentence fragment.

The library holds so many books that I could never read them all. But I wish that I could.

Which is the best revision to eliminate the sentence fragment?

- ☐ **A** I wish I could read all the books the library holds; but I cannot.
- ☐ **B** I could never read all the books the library holds, but I wish that I could.
- ☐ **C** The library holds so many books that I could never read them all; but I wish that I could.
- ☐ **D** Although I wish I could read them all, the library holds so many books that I could never read them.

12. Which sentence shows correct pronoun usage?

- ☐ **A** José and me went to the park to play touch football.
- ☐ **B** Roger insisted that he and me should be lab partners.
- ☐ **C** Sierra and me want to go to the movies this afternoon.
- ☐ **D** Carly came over to do homework with my brother and me.

13. Read this excerpt from a speech.

We cannot ignore the effects that the school board's actions will have on our neighborhoods, communities, and local businesses. The increase of taxes on local businesses will not raise enough revenue to cover the costs of educating such a large population of students. The most recently collected data on tax revenue and population growth does not correctly represent what local schools have reported. I urge you to conduct your own research, discuss your concerns with our school board members, and ensure that your voice is heard. I intend to convince each of you that it is imperative for you to exercise your right as a citizen and cast your vote in the school board election.

Which sentence is the thesis of the speech?

- ☐ **A** We cannot ignore the effects that the school board's actions will have on our neighborhoods, communities, and local businesses.
- ☐ **B** The most recently collected data on tax revenue and population growth does not correctly represent what local schools have reported.
- ☐ **C** I urge you to conduct your own research, discuss your concerns with our school board members, and ensure that your voice is heard.
- ☐ **D** I intend to convince each of you that it is imperative for you to exercise your right as a citizen and cast your vote in the school board election.

14. Read this paragraph from a rough draft written by a student.

(1) Perhaps it was due to the storm, but by the time we reached the aquarium hardly anyone was there. (2) Roy and I ran from exhibit to exhibit, enjoying the fact that we practically had the entire place to ourselves. (3) I could have stayed in the room housing the freshwater fish exhibit all day. (4) Roy, on the other hand, could not wait to see the shark tanks. (5) Roy lived by the ocean before moving to town and loved fishing in the salty water. (6) After we saw every exhibit the aquarium offered, we headed home, but not before we agreed on a date to come back and see it all again.

Which sentence is irrelevant and should be deleted?

- ☐ **A** sentence 3
- ☐ **B** sentence 4
- ☐ **C** sentence 5
- ☐ **D** sentence 6

15. Read this excerpt from a student's report.

(1) While I realize that our school is looking for ways to save money, discontinuing the art program is not the answer. **(2)** Research suggests that students who participate in art programs perform better in school than those who do not. **(3)** Art class provides students the opportunity to “unplug” from the stress of class work and recharge their creative batteries. **(4)** Not only does the art program teach various artistic techniques, it teaches students about the historic significance of art. **(5)** Everyone agrees that ending the art program at our school would be a terrible decision.

Which sentence provides the strongest argument to continue the art program?

- ☐ **A** sentence 1
- ☐ **B** sentence 2
- ☐ **C** sentence 3
- ☐ **D** sentence 4

16. Which is a secondary source of information about the Revolutionary War?

- ☐ A a journal written by an unnamed author
- ☐ B a biography about first lady Abigail Adams
- ☐ C a hand-drawn map of a battlefield near Virginia
- ☐ D a transcript of an interview with a volunteer soldier

Read the biography and answer questions 17 through 24.

Fearless Frontier: the Life and Times of Stagecoach Mary

Mary Fields, known as Stagecoach Mary, galloped through life in much the way her nickname suggests. By all accounts, she was a tall, strong woman with a blunt nature. During the era in which she lived, society expected women to be quiet and well mannered. Fields did not conform to this expectation. She had a quick temper and often swore and fought. Despite her rough exterior, Fields also proved herself a caring, generous, and gentle soul. She sought adventure throughout her life and overcame many obstacles before her death in 1914.

Born in Hickman County, Tennessee, in 1832, Fields lived the first part of her life as a slave. After the Emancipation Proclamation ended slavery, Fields left Tennessee and moved to Mississippi, where she worked on a steamboat. While little detailed information remains about the earlier years of Fields's life, more information exists about the escapades and her character during her later years.

After leaving Mississippi, Fields traveled to Toledo, Ohio, at the summons of her childhood friend, a Catholic nun known as Mother Amadeus. On the strength of their friendship, Fields found work in a local Catholic convent. However, Mother Amadeus soon left Toledo to work at St. Peter's Mission school near the small town of Cascade, Montana. Fields remained in Toledo until she learned that Mother Amadeus was ill and needed her aid. Fields rushed to her friend's bedside. After nursing her friend back to health, Fields elected to stay and work at St. Peter's Mission.

Fields's duties included handling the wagon that hauled supplies and visitors between the train station and the mission. Harsh weather and the threat of animal predators made this a dangerous job, but Fields never flinched. One story

recalls how a pack of wolves startled the wagon's horses so badly that the supplies it held were dumped onto the ground. Fields stood beside the supplies all night, guarding them from the wolves and assuring that they would reach the mission, where the people desperately needed them.

Fields worked tirelessly at the mission for ten years. In addition to handling the wagon, she also washed laundry, tended the chickens, and cared for the gardens. She spent much of her free time with the men who worked around the convent, sharing stories, getting into fistfights, and learning to shoot a rifle. Despite her hard work, the day finally came when the mission could no longer give Fields *carte blanche* to behave as she liked. Montana's first Catholic bishop, Bishop Brondell, ordered Fields to leave after hearing complaints regarding her behavior.

Fields's adventures continued despite her dismissal, however. In spite of the bishop's disapproval, the nuns at St. Peter's still regarded Fields with respect. With their help, she moved into the town of Cascade and bought a wagon and team of horses. She then took a job delivering mail along the local mail route between the town and the mission. She became the second woman (and first African-American woman) to work for the United States Postal Service. Her reliability was legendary and earned her the nickname "Stagecoach Mary." After eight years in this position, without missing a single day of work, she decided to "settle down." She was seventy years old.

Fields felt that settling down did not necessarily mean retirement from work. She babysat the town's children, established a laundry business, and enthusiastically supported the local baseball team, furnishing them with small bouquets before each game. She also attempted to run a café, but her generosity doomed that endeavor. She fed anyone who came to her in need of food, regardless of whether or not they could pay.

Fields's high-spirited and generous nature inspired the love of the entire town. When she lost her house to a fire in 1912, the people of Cascade gathered together to rebuild her home. Eventually, her fame even spread beyond the edges of town. Well-known artist Charlie Russell depicted her in one of his sketches in 1897. Famous actor Gary Cooper, who visited Cascade as a young boy, later wrote a story about Fields for a popular magazine.

When Fields finally succumbed to illness in 1914, the people of Cascade buried their beloved friend in a small cemetery between the town and St. Peter's Mission. Mary Fields lived a full and accomplished life. She will always be remembered for never allowing her gender or her humble beginnings to stand in the way of her goals.

17. Read this sentence from the passage.

Despite her hard work, the day finally came when the mission could no longer give Fields *carte blanche* to behave as she liked.

What does the phrase carte blanche mean in the sentence?

- ☐ **A** free rein
- ☐ **B** fierce support
- ☐ **C** unlimited power
- ☐ **D** ultimate authority

18. Read this sentence from the passage.

She had a quick temper and often swore and fought.

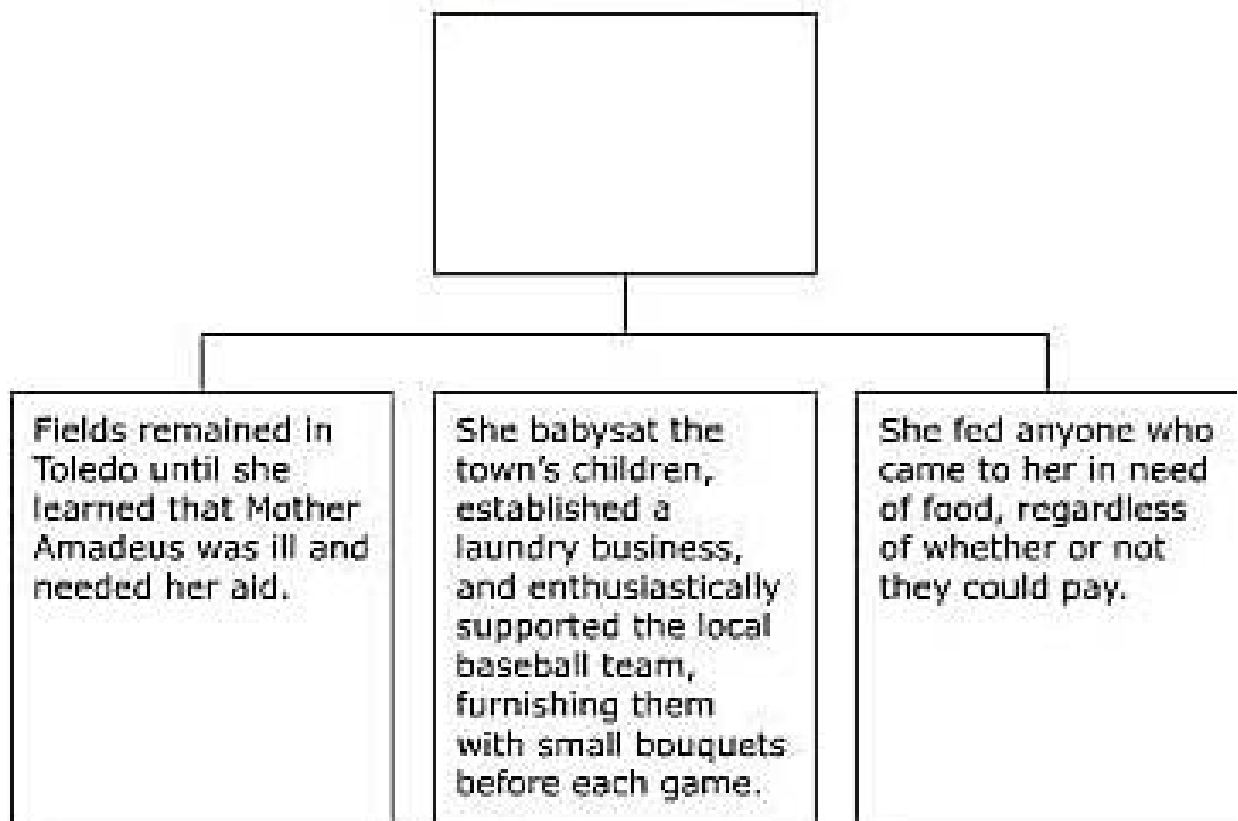
Which word would be the most vivid replacement for quick in the sentence?

- A** fiery
- B** brief
- C** lively
- D** clever

19. Which sentence states the main idea of the passage?

- A** During the era in which she lived, society expected women to be quiet and well mannered.
- B** She sought adventure throughout her life and overcame many obstacles before her death in 1914.
- C** Montana's first Catholic bishop, Bishop Brondell, ordered Fields to leave after hearing complaints regarding her behavior.
- D** When Fields finally succumbed to illness in 1914, the people of Cascade buried their beloved friend in a small cemetery between the town and St. Peter's mission.

20. Look at this graphic organizer.



Which sentence from the passage belongs in the empty box?

- A** Fields worked tirelessly at the mission for ten years.
- B** Fields's adventures continued despite her dismissal, however.
- C** Fields felt that settling down did not necessarily mean retirement from work.
- D** Fields's high-spirited and generous nature inspired the love of the entire town.

21. Read this sentence from the passage.

She will always be remembered for never allowing her gender or her humble beginnings to stand in the way of her goals.

What bias on the part of the author does the sentence reveal?

- A** a disgust for the social practices during the time in which Mary lived
- B** a belief that anyone can accomplish the feats that Mary did
- C** a respect for people who overcome obstacles to succeed
- D** a preference for historical figures from a specific era

22. Which statement from the passage is an opinion?

- A** Despite her rough exterior, Fields also proved herself a caring, generous, and gentle soul.
- B** After the Emancipation Proclamation ended slavery, Fields left Tennessee and moved to Mississippi, where she worked on a steamboat.
- C** After nursing her friend back to health, Fields elected to stay and work at St. Peter's Mission.
- D** In addition to handling the wagon, she also washed laundry, tended the chickens, and cared for the gardens.

Look at this illustration.



23. What can be inferred about Mary Fields from this image?

- A** She was highly intelligent.
- B** She was a diligent worker.
- C** She was extremely generous.
- D** She was an adventurous person.

24. Read this excerpt from the passage.

One story recalls how a pack of wolves startled the wagon's horses so badly that the supplies it held were dumped onto the ground. Fields stood beside the supplies all night, guarding them from the wolves and assuring that they would reach the mission, where the people desperately needed them.

Read this excerpt from a narrative about Mary Fields.

The night was deep and forboding, filled with a chill that crept into her bones. Mary assessed her situation. Supplies lay scattered at her feet, and continuing her journey in the darkness would be unwise. She swallowed the lump of unease that seemed stuck in her throat and decided that, come what may, she would guard these supplies through the night.

How does the treatment of Mary Fields compare in the passage and in the narrative?

- ☐ **A** The biography focuses on Fields's character, whereas the narrative focuses on the setting.
- ☐ **B** The biography addresses Fields's bravery, whereas the narrative illustrates her fears.
- ☐ **C** Both the biography and the narrative use figurative language to describe Fields.
- ☐ **D** Both the biography and the narrative depict Fields as reckless.

Read the poem and answer questions 25 through 30.

The Hike

- 1 The trail, she fast approaches and my heart does skip a beat.
The forest, it encroaches and I plunge into the deep.
I walk into the coolness of its shade-providing trees.
My feet are gently cushioned by a blanket of lost leaves.
- 5 The woods, they throb around me with the pulse of all things wild.
This place has been my hideaway since I was but a child.
I've hiked these hills and valleys too many times to count.
I could hike in total darkness and still find my way out.
Mystery creatures scuttle through the cover of the leaves
- 10 The smell of earth and solitude hangs gently on the breeze.
Up the hill I travel toward the rushing stream.
The drumming of its waters can be heard within my dreams.
Yet, as I reach the summit I am stunned by what I see.
There is cold, unfeeling fencing where my trail, she used to be.
- 15 My eyes, they are assaulted by large trucks and all their smoke
Is dust the cause for hot, wet tears? I wipe them with one stroke.
The bellows of busy builders drown the chatter of the birds
Though I know the river's just ahead; its babble can't be heard.
My fingers clench cold metal, there's just no way around
- 20 I watch in helpless sadness as a dozer breaks the ground.

Just to my right I notice a garish yellow sign

“Coming Soon . . . new grocery store, so modern in design!”

My feet move of their own accord, I stumble down the hill

Now where will I find refuge when my mind needs to be still?

- 25 Somehow I find it doubtful that the peace I’m searching for
will ever be discovered in the aisles of a grocery store.

25. The poem is an example of a

- A** dramatic poem.
- B** lyric poem.
- C** sonnet.
- D** ballad.

26. Which word best describes the mood of the poem?

- A** restless
- B** confused
- C** indifferent
- D** disappointed

27. Read this excerpt from the poem.

The woods, they throb around me with
the pulse of all things wild.

This excerpt contains an example of

- A** idiom.
- B** simile.
- C** hyperbole.
- D** personification.

28. Which line contains alliteration?

- A** I could hike in total darkness and still find my way out.
- B** The drumming of its waters can be heard within my dreams.
- C** The bellows of busy builders drown the chatter of the birds.
- D** My feet move of their own accord, I stumble down the hill.

29. What does the river symbolize to the speaker of the poem?

- A** peaceful solitude
- B** important progress
- C** unexpected adventure
- D** environmental awareness

30. How would a newspaper article about the development of a wilderness area into a grocery store differ from the presentation in the poem?

- A** The newspaper article would be shorter in length.
- B** The newspaper article would include fewer details.
- C** The newspaper article would use less descriptive language.
- D** The newspaper article would express more personal opinions.

31. Read the sentence.

By the time we arrived, the movie had already started and there were no seats left.

Which revision corrects the run-on sentence?

- ☐ **A** By the time we arrived, the movie had already started, and there were no seats left.
- ☐ **B** By the time we arrived, the movie had already started; and there were no seats left.
- ☐ **C** By the time we arrived, the movie had already started. And there were no seats left.
- ☐ **D** By the time we arrived, the movie had already started and, there were no seats left.

32. Read this excerpt from a newspaper article.

Starting your own container vegetable garden is an easy and rewarding summer project. These gardens fit into small spaces that would not be able to accommodate larger, more traditional garden beds, but are equally rewarding. With minimal yet consistent care, a variety of summertime vegetables rewards those who tend a summer container garden.

This article would most appeal to people who

- A** want a pleasant summer activity.
- B** care about the environment.
- C** enjoy growing flowers.
- D** eat organic foods.

33. Read the first paragraph of a student-written report.

(1) Contrary to popular opinion, baking is not just for your grandmother anymore. (2) Today, chefs specializing in baking lead successful careers in bakeries, restaurants, and even on television. (3) Learning to bake cakes and pastries requires a unique combination of schooling, artistry, chemistry, and imagination. (4) Read on if you think you have what it takes to make it in the competitive world of cake baking.

Which sentence is the thesis statement of the student's report?

- A sentence 1
- B sentence 2
- C sentence 3
- D sentence 4

34. A student wants to learn more about how to grow lilies. Which is the best source to find reliable information?

- A** an encyclopedia entry titled "lilies"
- B** a book titled *Lilies, Irises, and Other Bulbs*
- C** a Web site titled "Lily Varieties Around the World"
- D** a newspaper article titled "Forcing Lilies to Bloom"

35. Choose the correct word to complete the analogy.

Photograph is to frame as flower is to _____.

- A** bouquet
- B** garden
- C** vase
- D** stem

Read the speech and answer questions 36 through 44.

Benefits of Extending the School Year

Good afternoon, ladies and gentlemen of the school board. I would first like to thank the members of the school board, administration, faculty, and parents who gathered here to give serious thought to continuing the school year through the summer. I outlined some very convincing points that challenge the idea that students need a summer break. Some may wonder how we can afford to continue the school year through the summer. There is cost associated with operating the school all year, but the benefits to the students and parents have unlimited potential. With an extended school year, parents will no longer worry about supervision and care for their children during the summer months. Students will retain more information if the school year is extended. More opportunities for tutoring and reinforcement of educational objectives would save instructional time in the next school year. Students would have a chance to make up absences and stay on grade level.

As it stands now, during the first week of June, parents must find adequate supervision for their children for two months or more. Parents struggle to find ways to keep them engaged, safe, and active. These days, family members can rarely arrange time off from work in order to stay home. Many families do not have the financial freedom to pay for children to attend summer camps or day-care programs. Often children do not have supervision during the day, which leads to many potential dangers. With an extended-year program, the period of time that students are out of school is shorter than the length of the summer. Many campuses open their doors during the summer for the free meal program.

Imagine how much more beneficial it is for the students who need educational reinforcement.

Another issue that teachers face is the loss of learning that occurs when the students leave for summer break. However, with the extended-year calendar, the school year runs in an eight-to-ten week cycle with three-to-five week breaks between. As it stands now, most teachers spend the first six weeks of the school year reviewing procedures, reviewing concepts, and administering pretests to determine students' academic levels. In most cases, six weeks is a modest estimate and it might take longer. Teachers could avoid weeks of review in an extended school year. When students have frequent breaks through the school year, the students feel more invigorated to receive new material. The breaks are shorter, which helps prevent the loss of information that occurs during the summer. Teachers could begin new curricula earlier in the year, which leaves more time to review before the end-of-year exams.

If you choose to extend the school year, we might find that the number of students required to repeat grades would decrease. By restructuring the school year with frequent yet shorter breaks, the students will be more receptive to new information. The shorter breaks will give students less time to forget information, so they may actually retain what they learned, making it easier to accomplish more advanced curricula. Retaining more information would lead to greater success in learning in their future years of school and participation in the workforce.

36. What is the organizational structure of the speech?

- A** cause–effect
- B** problem–solution
- C** compare–contrast
- D** proposition–support

37. Read this excerpt from the speech.

The breaks are shorter, which helps prevent the loss of information that occurs during the summer. Teachers could begin new curricula earlier in the year, which leaves more time to review before the end-of-year exams.

Which rhetorical device is used in the excerpt to enhance the argument of the speech?

- A** parallelism
- B** hyperbole
- C** repetition
- D** analogy

38. Read these sentences from the speech.

(1) Another issue that teachers face is the loss of learning that occurs when the students leave for summer break.

(2) However, with the extended-year calendar, the school year runs in an eight-to-ten week cycle with three-to-five week breaks between.

(3) As it stands now, most teachers spend the first six weeks of the school year reviewing procedures, reviewing concepts, and administering pretests to determine students' academic levels.

(4) In most cases, six weeks is a modest estimate and it might take longer.

What is the best order for the sentences?

A 1, 3, 4, 2

B 1, 4, 2, 3

C 3, 4, 1, 2

D 3, 1, 2, 4

39. Read this excerpt from the speech.

(1) Often children do not have supervision during the day, which leads to many potential dangers. **(2)** With an extended-year program, the period of time that students are out of school is shorter than the length of the summer. **(3)** Many campuses open their doors during the summer for the free meal program. **(4)** Imagine how much more beneficial it is for the students who need educational reinforcement.

Which sentence best represents the author's attitude toward the subject?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 3
- D** Sentence 4

40. Which sentence provides implied evidence that families have difficulty finding child care during the summer?

- A** Parents struggle to find ways to keep them engaged, safe, and active.
- B** These days, family members can rarely arrange time off from work in order to stay home.
- C** With an extended-year program, the period of time that students are out of school is shorter than the length of the summer.
- D** Many campuses open their doors during the summer for the free meal program.

41. Read this excerpt from the speech.

If you choose to extend the school year, we might find that the number of students required to repeat grades would decrease. By restructuring the school year with frequent yet shorter breaks, the students will be more receptive to new information. The shorter breaks will give students less time to forget information, so they may actually retain what they learned, making it easier to accomplish more advanced curricula. Retaining more information would lead to greater success in learning in their future years of school and participation in the workforce.

The excerpt is an example of deductive reasoning because it

- A** opens with supporting evidence that leads to a reasonable conclusion.
- B** opens with a thesis statement followed by relevant supporting ideas.
- C** ends with a conclusion that follows from the supporting facts.
- D** ends with an opinion that follows from general facts.

42. Read this excerpt from the essay.

If you choose to extend the school year, we might find that the number of students required to repeat grades would decrease. By restructuring the school year with frequent yet shorter breaks, the students will be more receptive to new information. The shorter breaks will give students less time to forget information, so they may actually retain what they learned, making it easier to accomplish more advanced curricula. Retaining more information would lead to greater success in learning in their future years of school and participation in the workforce.

Which of the following is a paraphrase, not a summary, of the excerpt?

- ☐ A If the school year is extended, the number of students needing to repeat grades may decrease due to shorter, more frequent breaks. This would allow students to retain a greater amount of information and better prepare them to learn new curricula. This may lead to achievement later in their careers.
- ☐ B Extending the school year can give the students the support they need to stay on target with their peers. Giving them more frequent breaks will make them more receptive to new information and less likely to forget what they have already learned.
- ☐ C Extending the school year may decrease the number of students repeating grades. Giving them shorter, more frequent breaks will help them to be better equipped to handle new information and retain information they have already learned. This will also lead to greater success in the workforce.
- ☐ D Giving students more frequent breaks throughout the school year can help students to better retain information they have already learned and be better prepared to handle new concepts. If more breaks are given through the year instead of all at once, students will have a better chance at success in school and in the workforce.

43. Read this statement from a school board member about the speech.

The speech made several valid arguments for extending the school year. The first argument that parents will not have to secure child care for the entire length of the summer holds a great deal of merit. The speaker contends that students will lose less learning since the time between cycles is shorter. The speaker also stated that students will have a better opportunity to stay on track with their peers since there are more frequent breaks, giving them a better chance to learn and retain new information. The points were well presented and researched, and the school board will give them serious consideration for the upcoming school year.

The statement is a critique, not a summary, because the statement

- ☐ **A** reveals the school board's plan to consider the argument.
- ☐ **B** does not provide enough information about the speech.
- ☐ **C** contains an evaluation of the speaker's arguments.
- ☐ **D** does not correctly review the points of the speech.

44. The speaker engages the intended audience during the speech by

- ☐ **A** making eye contact with the students in the audience.
- ☐ **B** maintaining a steady volume throughout the speech.
- ☐ **C** greeting the school board members directly.
- ☐ **D** reading the speech carefully from note cards.

45. Which sentence uses correct punctuation?

- ☐ A "Hold on," he pleaded "I will be ready in just a few minutes."
- ☐ B "After practice" he instructed, "everyone should head home."
- ☐ C "I believe," she began, "that we will succeed if we do our best."
- ☐ D "Please", he said, "will you listen to what I am trying to tell you?"

46. Which Web site would contain the best information on fashion trends from the Victorian era?

- ☐ A www.stitchintime.org/clothing_history
- ☐ B www.clothingtime.com/order_page
- ☐ C www.styleblog.com/historic_trends
- ☐ D www.stylish.net/vintage_victorian

47. Read this excerpt from a student's research paper.

To many it seems that the debate over offering high-speed railroad travel in America began only a few decades ago. However, achieving top train speeds has been important to the industry since the nineteenth century. In fact, in the 1890s, one locomotive reached a top speed higher than most trains travel today. On May 10, 1893, New York Central's Empire State Express attained the speed of 112 miles per hour. The locomotive became an engineering marvel and was later exhibited at Chicago's Columbian Exposition.

Which sentence from this excerpt should cite a source?

- ☐ **A** To many it seems that the debate over offering high-speed railroad travel in America began only a few decades ago.
- ☐ **B** In fact, in the 1890s, one locomotive reached a top speed higher than most trains travel today.
- ☐ **C** On May 10, 1893, New York Central's Empire State Express attained the speed of 112 miles per hour.
- ☐ **D** The locomotive became an engineering marvel and was later exhibited at Chicago's Columbian Exposition.

Read the excerpts from a newspaper article and a textbook.

Pleasant Hill Reporter

Many people today are looking for ways to save money without compromising the conveniences they want. Most people feel that their vehicle is one convenience they cannot sacrifice, but with the improvements in the public transportation system, residents may find that it is more convenient than ever. The city added several new bus stops and routes and recently completed the light rail system that now serves the entire city and outlying suburbs. The city also increased the amount of transit police officers that patrol the bus stops and light rail stops, creating the highest level of safety for all citizens.

History Textbook

The transportation of goods and people has a vast and rich history. From horse-drawn carriages and stagecoaches to the invention of the steam engine, the need for more efficient and effective means of transportation has always been a priority. Many people believe that the ferry was one of the first modes of public transportation, which dates back to ancient Greece. According to Greek mythology, a ferry floated along the river Styx, transporting people to the underworld. The canal is also an example of early public transportation; horse-drawn boats carried people to and from their destinations in 17th-century Europe. Later, steam engine trains and gas-powered buses became a major part of the transportation system, and remain so today.

48. **Which idea do both excerpts share?**

- ☐ **A** Public transportation plays an important role in modern communities.
- ☐ **B** Public transportation constantly evolves to meet the needs of society.
- ☐ **C** Public transportation is much more efficient now than in ancient times.
- ☐ **D** Public transportation has a long history dating back to ancient civilizations.

Look at the photo.



49. This photo is part of an advertisement for a travel agency. This company most likely uses this photo to support the message that the agency

- ☐ A recommends vacations to expensive seaside resorts.
- ☐ B specializes in sending customers to remote locations.
- ☐ C directs customers to places crowded with families and kids.
- ☐ D avoids drawing lines between excellent service and cost efficiency.

Read the short story and answer questions 50 through 59.

The Road to a Video Game Empire

- 1** The video screen erupted into celebratory colors as the words, “Congratulations! You solved the mystery!” boomed out.
- 2** “Wow, Alexandra,” commented Liam. “You finished that game in record time.”
- 3** “Well, it’s the fiftieth time I’ve borrowed it, so I should be an expert,” Alexandra responded wryly. “I hope Kanesha will have a new game or two. You and I have traded every game we own. I have no money for new ones right now. These games are fun but expensive!”
- 4** “I know,” said Liam. “When we started trading, I figured we could have a constant supply of new games all summer. Yet already you and Kanesha have borrowed and played all of mine.”
- 5** Alexandra nodded and acknowledged that Liam and Kanesha had exhausted her collection too, just as Kanesha passed by the window. “Come on in,” Alexandra called through the open screen and then added, “You have any new games for us to try?”
- 6** “Maybe for Liam, who at least had the courtesy to wave hello,” Kanesha chided Alexandra playfully. “My uncle brought me a cool game when he came, but only one, so I guess you’ll have to draw straws. Did you two get any new games during the week?” Kanesha asked hopefully.

- 7 “Sorry,” Liam answered. “We haven’t had any visits from gift-bearing relatives, and neither of us can afford a new one.”
- 8 “Well,” said Kanesha with a conspiratorial glint in her eye, “my uncle may have been a gift horse to us all because he suggested we could raise some extra cash by expanding our little trade arrangement into a business.”
- 9 Curiously, Alexandra asked, “How so?”
- 10 “We set up a video game exchange club and invite other game-loving kids to join for a small fee, maybe \$5 a month. The fee would go toward purchasing brand-new video games to offer members.”
- 11 “But for so little,” objected Liam, “I doubt we could buy enough games for every member.”
- 12 Kanesha explained, as her uncle had suggested to her, that they could require all new members to add their video games to the trading collection when they joined the club. The larger the membership grows, the more video games available for trade. The larger collection along with a set number of new monthly purchases would likely provide enough variety for all members to try at least a few new games per month. As administrators of the club, Kanesha elaborated, she, Liam, and Alexandra would catalog and track the video game collection and make sure members adhered to a set borrowing period.
- 13 “How would we benefit from all this administrative work?” Alexandra asked dubiously.
- 14 “At first, all we would get is free membership and the first opportunity to play the newly purchased games,” Kanesha admitted. “However, my uncle

says that once the club starts, we could offer the opportunity for club members to reserve new or particularly popular games for an additional fee. If this practice catches on, we could potentially make a small profit. We would each choose whether to pour our share of the profit back into the business or to take it as a salary.”

15 “Hmm,” said Alexandra, “that makes sense. We could store the video games right here in my basement, which has lots of built-in shelving, so our only expenses are the new video games. I say let’s give it a try!”

16 “Me, too,” said Liam. “We can advertise by calling our friends and using our e-mail address books. Let’s get started.”

17 Thanks to high video game costs, nearly 20 kids joined the Video Game Exchange Club within two weeks. The collected club dues only allowed the purchase of three new games, but with all members contributing to the video game collection, everyone had the chance to try at least two new games during the first month. Yet the administrators faced one major problem—getting borrowed games returned on time to send to the next member.

18 “What do we do about this, Kanisha?” Liam asked in exasperation at the end of their first three months in business.

19 “We impose a fine,” she answered decisively. “Fifty cents for each day past the due date.”

20 “What if members refuse to pay?” Alexandra piped up.

21 “Then we revoke their borrowing privileges,” Kanisha decreed. “I don’t think we’ll suffer much of a setback. After all, the club grew by five more members this month, and Liam mentioned two more kids inquired about

joining. I think our Video Game Exchange Club is on its way to profitability. Just one problem remains," she concluded with a laugh. "Tracking and collecting games keeps us so busy that we barely have time to play them!"

50. Read these sentences.

"I hope Kanisha will have a new game or two. You and I have traded every game we own. I have no money for new ones right now. These games are fun but expensive!"

Which sentence best combines the sentences?

- ☐ **A** "With us having already traded every game we own, I hope Kanisha has a new game or two since I have no money for fun, new, expensive games right now!"
- ☐ **B** "I hope Kanisha has a new game or two because you and I have traded every game we own, and I have no money for fun new games right now since they are expensive!"
- ☐ **C** "I hope Kanisha will have a new game or two for we have traded all of our games and with new games being fun but expensive, I have no money for new ones right now!"
- ☐ **D** "New, fun games are expensive, so I hope Kanisha, will have a new game or two because I have no money for new ones right now, and you and I have traded every game that we own!"

51. What evidence in the story leads to the conclusion that Kanisha makes decisions for the club?

- ☐ A Liam and Alexandra question her about how to resolve problems.
- ☐ B She reprimands Alexandra for greedily asking about new games.
- ☐ C She offers the first new game for the exchange collection.
- ☐ D The idea for starting the video exchange was hers.

52. According to the story, what would allow the club to become profitable?

- ☐ **A** membership fees
- ☐ **B** fines for late game returns
- ☐ **C** fees for reserving popular games
- ☐ **D** charges for replacement of lost games

53. Alexandra, Liam, and Kanisha started the video game exchange to gain access to more video games to play. Yet running the club makes it hard for them to find time to play the games. What type of irony, if any, does this demonstrate?

- ☐ **A** verbal irony
- ☐ **B** dramatic irony
- ☐ **C** situational irony
- ☐ **D** no irony

54. How does the author show that Alexandra is practical and cost conscious?

- ☐ **A** through what she says
- ☐ **B** by explaining her actions
- ☐ **C** through what other characters say about her
- ☐ **D** by telling the reader that she has these traits

55. How does the setting impact the characterization in the story?

- ☐ **A** It makes clear that the characters have known each other for a long time.
- ☐ **B** It shows that the characters are serious about establishing a successful business.
- ☐ **C** It helps the reader understand that the characters have a casual and friendly relationship.
- ☐ **D** It helps the reader understand the roles that each character will take in establishing the business.

56. Within which paragraph of the story does conflict occur?

- ☐ **A** Paragraph 4
- ☐ **B** Paragraph 7
- ☐ **C** Paragraph 13
- ☐ **D** Paragraph 17

57. Which sentence from the story contains an allusion?

- ☐ **A** Alexandra nodded and acknowledged that Liam and Kanesha had exhausted her collection too, just as Kanesha passed by the window.
- ☐ **B** "Well," said Kanesha with a conspiratorial glint in her eye, "my uncle may have been a gift horse to us all because he suggested we could raise some extra cash by expanding our little trade arrangement into a business."
- ☐ **C** Kanesha explained, as her uncle had suggested to her, that they could require all new members to add their video games to the trading collection when they joined the club.
- ☐ **D** "After all, the club grew by five more members this month, and Liam mentioned two more kids inquired about joining."

58. Which research topic would most help Kanisha, Liam, and Alexandra as their business grows?

- ☐ **A** how to start and promote a new business
- ☐ **B** the best options for investing business profits
- ☐ **C** the dangers of playing too many video games
- ☐ **D** library coding and cataloging systems for video games

59. Which image would best accompany this story?

- ☐ **A** a drawing of two girls and a boy working around a computer with a stack of video games
- ☐ **B** a group of photos showing kids trading and playing video games with each other
- ☐ **C** a photograph of a teenage girl receiving a gift from her older sister
- ☐ **D** a sign that encourages kids to join the video game exchange

60. Read this dictionary definition.

scath•ing (skā·thing) *adj.* **1.** bitterly severe, as a remark **2.** harmful, injurious, or searing

Based on the dictionary entry, what part of speech is scathing?

- ☐ A adjective
- ☐ B adverb
- ☐ C noun
- ☐ D verb

61. Read the paragraph.

(1) After the game, I felt exhausted, but I knew I had a mountain of homework to do before I could sleep. (2) Looking at my bed, I wanted to curl up and rest, but I sat at my desk to ensure I would do my work. (3) I stared at the same two algebra problems for the next few hours trying to solve them. (4) By the next morning, I had finished everything, but I sacrificed hours of sleep.

Which sentence uses non-parallel sentence construction?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

62. Read this excerpt from a student's speech.

Our student body is larger than it has ever been before, and the student council treasury is stretched thinner than usual. To deal with this increase in students, we will need to hold our most successful fundraiser yet. We previously tried many approaches over the years and quite often fell short of our stated goals. I believe our best option is to hold a silent auction this year.

What is the organizational structure of the excerpt?

- ☐ **A** problem–solution
- ☐ **B** order of importance
- ☐ **C** comparison–contrast
- ☐ **D** chronology of events

Look at the photo.



63. Which primary conflict does this photo present?

- ☐ **A** person vs. self
- ☐ **B** person vs. person
- ☐ **C** person vs. society
- ☐ **D** person vs. nature

64. Read this excerpt from a book.

(1) The Roaring Twenties was a time of progress, but also a time of extravagance. **(2)** During the 1920s, great literature emerged, and surrealist art and jazz music gained in popularity. **(3)** People placed great importance on wealth and celebrity, idolizing the people they saw in the movies. **(4)** Automobiles and radios became widely available, and everyone wanted to own them. **(5)** Mass production increased the availability of goods, causing people to embrace consumerism by relying on credit to fund their modern lifestyles. **(6)** Then on October 24, 1929, the stock market crashed, sending the entire country into twelve long years known as the Great Depression.

Which sentence explains the cause of the 1929 stock market crash?

- ☐ **A** sentence 2
- ☐ **B** sentence 3
- ☐ **C** sentence 4
- ☐ **D** sentence 5

Look at the photo.



65. What mood can be inferred from the photo?

- ☐ A restrained
- ☐ B exuberant
- ☐ C sensible
- ☐ D tedious

**EOC English I Form 1
Answer Key**

Item Number	Correct Answer
1	D
2	B
3	C
4	D
5	D
6	D
7	C
8	A
9	D
10	D
11	B
12	D
13	D
14	C
15	B
16	B
17	A
18	A
19	B
20	D
21	C
22	A

Item Number	Correct Answer
23	D
24	B
25	B
26	D
27	D
28	C
29	A
30	C
31	A
32	A
33	C
34	B
35	C
36	D
37	A
38	A
39	D
40	A
41	B
42	A
43	C
44	C

Item Number	Correct Answer
45	C
46	A
47	C
48	B
49	B
50	B
51	A
52	C
53	C
54	A
55	C
56	D
57	B
58	D
59	B
60	A
61	C
62	A
63	D
64	D
65	B

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These five Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee End of Course Item Sampler for English I located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	1 – Language
2	1 – Language
3	1 – Language
4	1 – Language
5	1 – Language
6	1 – Language
7	2 – Writing and Research
8	2 – Writing and Research
9	2 – Writing and Research
10	6 – Literature
11	1 – Language
12	1 – Language
13	3 – Communication and Media
14	2 – Writing and Research
15	4 – Logic
16	2 – Writing and Research
17	1 – Language
18	2 – Writing and Research
19	5 – Informational Text
20	5 – Informational Text
21	4 – Logic
22	4 – Logic

Item	Reporting Category
23	3 – Communication and Media
24	3 – Communication and Media
25	6 – Literature
26	6 – Literature
27	6 – Literature
28	6 – Literature
29	6 – Literature
30	6 – Literature
31	1 – Language
32	2 – Writing and Research
33	2 – Writing and Research
34	2 – Writing and Research
35	4 – Logic
36	5 – Informational Text
37	3 – Communication and Media
38	2 – Writing and Research
39	2 – Writing and Research
40	4 – Logic
41	4 – Logic
42	3 – Communication and Media
43	3 – Communication and Media
44	3 – Communication and Media
45	1 – Language
46	2 – Writing and Research
47	2 – Writing and Research
48	5 – Informational Text
49	3 – Communication and Media
50	2 – Writing and Research
51	4 – Logic
52	4 – Logic
53	6 – Literature

Item	Reporting Category
54	6 – Literature
55	6 – Literature
56	6 – Literature
57	6 – Literature
58	2 – Writing and Research
59	3 – Communication and Media
60	1 – Language
61	2 – Writing and Research
62	3 – Communication and Media
63	3 – Communication and Media
64	4 – Logic
65	3 – Communication and Media